

**COMMUNITY COLLEGE OF RHODE ISLAND  
NURSING PROGRAM**

**NURSING II - NURS 1020**

**SYLLABUS A: COURSE OVERVIEW**

**Fall 2009**

**DESCRIPTION**

NURS 1020- NURSING II - *11 credits* Building upon the basic concepts and skills taught in Nursing 1010, this course continues to develop a foundation for the student to utilize the nursing process in caring for adult patients. Incorporating Maslow's hierarchy of needs, attention is directed to the physiological, psychosocial, spiritual, cultural, legal and ethical aspects of patient care. Emphasis is placed on the patient's response to common and less complex medical-surgical disorders. Attention is also directed toward the nurse's role in all phases of health promotion. A variety of medical-surgical facilities are utilized for clinical learning experiences. (Prerequisites: NURS 1010, BIOL 1020, PSYC 2010)

**CREDIT STRUCTURE**

11 Credits

6 Credits Lecture: 6 hours

5 Credits Clinical Laboratory: 15 hours

**GRADING SYSTEM**

<b>A</b>	<b>94 - 100</b>	<b>4.0</b>
<b>A<sup>-</sup></b>	<b>91 - 93</b>	<b>3.7</b>
<b>B<sup>+</sup></b>	<b>88 - 90</b>	<b>3.3</b>
<b>B</b>	<b>84 - 87</b>	<b>3.0</b>
<b>B<sup>-</sup></b>	<b>81 - 83</b>	<b>2.7</b>
<b>C<sup>+</sup></b>	<b>78 - 80</b>	<b>2.3</b>
<b>C</b>	<b>75 - 77</b>	<b>2.0</b>
<b>D</b>	<b>70 - 74</b>	<b>1.0</b>
<b>F</b>	<b>69 or less</b>	<b>0.0</b>

**COURSE OUTCOMES:**

At the completion of NURS 1020, the student will be able to:

1. Apply the nursing process using NANDA, NOC and NIC taxonomies for adults with common medical-surgical problems.
2. Integrate psychosocial, spiritual, ethical and cultural assessments into comprehensive care planning for patients and their families.
3. Analyze scientific principles relevant to planning and implementing nursing care.
4. Evaluate the effectiveness of care provided in meeting patient outcomes.
5. Utilize effective written, verbal, and electronic communication skills in the application of the nursing process.
6. Apply principles of safe medication administration for the adult patient.
7. Relate the components of a caring nurse-patient relationship.
8. Formulate health promotion strategies for adult patients and their families.
9. Understand the role and responsibilities of the health care team members in resource management to achieve quality outcomes.
10. Demonstrate accountability for own nursing practice role.
11. Appreciate the role of technology and information management tools to support patient care.

## **COURSE CONTENT:**

1. Routine Care of the Patient With a Hematologic Disorder (3)
2. Routine Care of the Patient With a Cardiovascular Disorder (8)
3. Routine Care of the Patient With a Peripheral Vascular Disease (3)
4. Routine Care of the Patient With a Upper Airway Disorder (2)
5. Routine Care of the Patient With a Respiratory Disorder (8)
6. Routine Care of the Patient With Diabetes Mellitus (4)
7. Routine Care of the Patient With an Endocrine Disorder (3)
8. Routine Care of the Patient With a Neurocognitive Disorder (8)
9. Routine Care of the Patient With a Cerebrovascular Disorder (2)
10. Routine Care of the Patient With a Musculoskeletal Disorder (7)
11. Routine Care of the Patient With a Renal Disorder (5)
12. Routine Care of the Patient With Cancer (6)
13. Routine Care of the Patient With an Upper GI Disorder (4)
14. Routine Care of the Patient With a Lower GI Disorder (4)
15. Routine Care of the Patient With a Disorder of the Gall Bladder, Liver and/or Pancreas (5)
16. Routine Care of the Patient With an Ear Disorder (1)
17. Routine Care of the Patient With an Eye Disorder (2)

## **TEACHING STRATEGIES:**

1. Lecture
2. Audiovisual presentations
3. Discussion
4. Electronic (online) examinations
5. Linkages connecting new content to prior learning
6. Reflection
  - Reflection on experience (thinking and feeling)
  - Articulation of reflection (oral and written)
7. Concept Mapping
8. Revisiting (review and repetition)
9. Role Playing
10. Critical thinking exercises
  - Clinical foci / Interactive Learning Strategies
  - Case studies
  - Clinical Simulations – Two Simulation Labs to be scheduled
  - Clinical Labs: IV Lab, Nursing Skills Competency Lab, Respiratory Lab
11. Assignment of learning enhancing activities
  - Computer assisted instruction, videos, readings, community visits

## EVALUATION METHODS

### Theory

- Five unit examinations\* – **Nonproctored** - one hour each exam. Fifty questions per exam (approximately four questions per class hour). **Daily average** is equal to the sum of all five unit exams divided by 5. The **Daily Average will be worth 50% of your Final Grade.** (please see **Electronic Exam Policy**)
- Final examination\* – **Proctored** - is three hours long, 150 questions, approximately 2.5 questions per hour of lecture. **The Final Exam is worth 50% of your grade.**
- **Course Grade =  $\frac{\text{Daily Average} + \text{Final Exam grade}}{2}$**
- In determining final course grades, calculations will be rounded to the hundredth place. (please see **Grading Policy in Student Policy Manual**)

### Clinical

- Final Clinical Evaluation Performance must be Satisfactory to pass the course. Math competency must be demonstrated (see Math Track). Competency = Clinical Math Score of 85% or better.
- Evaluation (Please refer to the NURS 1020 Clinical Evaluation Tool and Math Track)

### ATI TESTING (See Student Policy Manual for description of **CCRI ATI TESTING POLICY** and Proficiency Level definitions)

The following policy describes how ATI Testing data is used in conjunction with other evaluation methods in each Nursing Course:

1. All students must take **both** the Non-Proctored and the Proctored ATI Test. Students must achieve a score of 90 % on the Non-Proctored Test **before** they can take the Proctored Test.
2. Nonproctored Tests must be completed 24 hours before final grades are submitted or a grade of incomplete (I) will be given for the course. A grade of incomplete will be converted to a withdraw/fail (WF) if achievement does not take place within six months.
3. If the student's course average is a **C or better** and the student passes the ATI Proctored Test(s) with a Proficiency Level of 2 or 3, three (3) points will be added to the final grade
4. If the student's course average is a **C or better** and the student passes the ATI Proctored Test(s) with less than a Proficiency Level of 2, no points will be added to the final grade.
5. If the student's course average is less than 75 (**< C**), no additional points will be added to the final grade, regardless of whether the student has passed the ATI Proctored Test(s) with a Proficiency Level of 2 or 3.

### **DISABILITY SERVICES FOR STUDENTS**

The Disability Services for Students Office (DSS) provides support services and coordinates reasonable academic accommodations for students with documented disabilities under the ADA and Section 504 of the Rehabilitation Act. Students are responsible for identifying themselves to the DSS office and submitting appropriate documentation in advance of the requested accommodation.

\*Any student with a disability should contact Disability Services for Students (DSS) at 825-2464 (KC), 333-7329 (FC), 455-6064 (LC), or 851-1650 (NC) to arrange for special accommodations. The resultant paperwork must be **brought to and signed by Professor Clifton, Nursing Department Chairperson, not** your clinical or classroom instructor. This must be done at least two (2) weeks before the exam for which special accommodations are being requested.

## NURS 1020 Textbooks – Fall 2009

### Required Textbooks:

1. Ackley and Ladwig, Nursing Diagnosis Handbook: A Guide to Planning Care, 8<sup>th</sup> edition, Elsevier, 2008
2. Davis's Drug Guide for Nurses, 11<sup>th</sup> edition, 2008 (with resource kit CD-Rom)
3. **Gahart**, 2010 Intravenous Medications 26<sup>th</sup> edition Elsevier, 2010
4. Grodner, Long, Walkingshaw, Foundations and Clinical Applications of Nutrition, A Nursing Process Approach, 4<sup>th</sup> ed, Elsevier, 2007
5. Karch, Amy, Focus on Nursing Pharmacology, 4<sup>th</sup> ed., Lippincott, 2008
6. Lippincott, Nursing: Deciphering Diagnostic Tests, Lippincott, 2008
7. Lynn, Pamela, Taylor's Clinical Nursing Skills: A Nursing Process Approach, 2e, Lippincott, 2008
8. Pickar, Dosage Calculations: A Ratio Proportion Approach, 2nd ed., Delmar, 2008
9. **Preusser, Barbara** Winingham and Preusser's Critical Thinking Cases in Nursing: Medical- Surgical, Pediatric, Maternity, and Psychiatric Case Studies (Paperback) 4<sup>th</sup> Ed., 2009
10. Smeltzer, Bare, Hinkle, & Cheever, Brunner & Suddarth's Textbook of Medical Surgical Nursing, V1 and V2, 11<sup>th</sup> ed., Lippincott, 2008
11. **Straight A's in Medical-Surgical Nursing**, 2<sup>nd</sup> edition, Lippincott, 2008
12. Taylor, Carol, Lillis, Carol, LeMone, Priscilla, Lynn, Pamela, Fundamentals of Nursing: The Art and Science of Nursing Care, Lippincott, 6<sup>th</sup> ed., 2008

### Recommended:

1. **Boyer, Mary Jo**, Study Guide to Accompany Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 11<sup>th</sup> ed., Lippincott, 2008.
2. **Gordon, Marjory** Assess Notes: Nursing Assessment & Diagnostic Reasoning, 2008, FA Davis
3. **Hopkins, Tracey, Myers, Ehren** MedSurg Notes: Nurse's Clinical Pocket Guide, 2008, FA Davis
4. **Rebar, Cherie**, Docu Notes: Clinical Pocket Guide to Effective Charting, 2009, FA Davis
5. Stedman's Medical Dictionary for the Health Professions and Nursing, Wolters Kluwer, Lippincott, 2008
6. **Tomlinson, Gladdi, Ennis, Deborah**, IV Notes: Nurse's Clinical Pocket Guide, 2006, FA Davis
7. Weber, Nurses' Handbook of Health Assessment, 6th ed., 2008, Lippincott

Books highlighted in yellow are the only books that were not on NURS 1010 required Book List in the Spring 2009 semester.